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The School and Community

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Published Monthly by The Missouri State Teachers Association

Columbia Missouri

VOL. VIII.

NOVEMBER, 1922

NO. 9

Convention

The snow is lying very deep.
My house is sheltered from the blast,
I hear each muffled step outside,
I hear each voice go past.

But I'll not venture in the drift
Out of this bright security,
Till enough footsteps come and go
To make a path for me.

AGNES LEE,
In "A Second Book of Modern
Verse," by Rittenhouse



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

Successor to

THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VIII.

NOVEMBER, 1922

NPC

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

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Annual membership dues \$2.00, 60 cents of which is to cover cost of The School and Community, successor to the Bulletin. Subscription to non-members, \$2.00 a year. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Change of Address—If you have your address changed give old as well as new address.

On the opposite page are the instructions for obtaining your Identification Certificate that will entitle you to the reduced fare to the Kansas City meeting, November 15-18. Only by this certificate can you secure the reduction. Read instructions carefully. Get your Identification Certificate from your County Superintendent or from your City Superintendent.

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M. S. T. A. Round Trip Tickets for the Kansas City Meeting, Nov. 15-18, 1922

How to Use the Identification Certificate

The railroads have granted a round trip rate of one and one-half fare with minimum excursion fare of \$1.00 for the annual meeting of Missouri State Teachers' Association, which meets in Kansas City, Missouri, November 15-18, 1922.

The regulations are as follows:

1. The round trip ticket must be purchased outright from the local agent. It will be good only over the same route in both directions.
2. The purchaser must present to the local ticket agent an official **Identification Certificate** signed by E. M. Carter, Secretary of the Missouri State Teachers' Association, Columbia, Mo. This Certificate may be obtained from your county or city Superintendent, or E. M. Carter, Columbia, Mo.
3. One certificate is sufficient to include the dependent members of the family.
4. Tickets will be sold from November 11-November 17 (inclusive) and will be good until November 23.
5. Tickets (return tickets) must be validated at the Kansas City Railroad office and destination must be reached by midnight of November 23. (You should present your ticket to Kansas City Agent at least 30 minutes before departure of train.)
6. Members must have their **Identification Certificates** properly signed and filled in when the ticket is purchased. The certificate should be surrendered to the local agent on receipt of ticket.
7. See before hand that your ticket agent understands the plans and that he is provided with the roundtrip tickets for this meeting; In case he has not received the tariffs or the blank tickets he should wire for them immediately.

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(1911)



A LITTLE over a hundred years ago, the stagecoach, wagon, canal-boat, and sailing ship were the only means of transportation. Cities were dependent upon the surrounding countryside for food, and when they reached a certain size they had to stop growing, because food could not be found for more. Today every little village draws upon the entire world for its subsistence. The people of an Iowan hamlet eat wheat grown in Dakota, fruit from California, Louisiana rice, and Baltimore oysters; they wear shoes made in New England, clothing from Chicago, and use lumber cut in Washington. For most of this change we can thank the railroad, the great agency that has done more than any other single factor to make modern civilization possible.

of a subject in the modern schoolroom that only an encyclopedia can cover the field; but it must be an entirely new kind of an encyclopedia.

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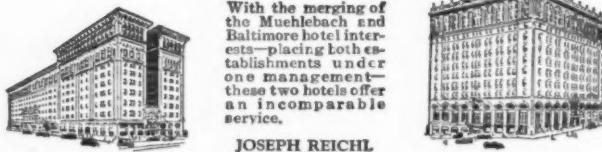
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No. 28
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EDITORIAL

A PROMINENT Missouri school man tells this story. He, with a visitor, was riding out from a Missouri town in which is located one of the state hospitals for the insane. Noticing a group of the inmates of this institution working in a field, under the supervision of a single guard, the visitor remarked:

"It seems that these people (fifteen or twenty in number) could combine, overcome the guard, and thereby make their escape."

The school man replied that the lack of ability to co-operate is one of the primary characteristics of the insane man. Organization is the product of an active, healthy mind and the inability to organize, to co-operate and co-ordinate is always found in the weak, diseased mind.

It is notable that the highest trained professions are the most thoroughly and effectively organized. At the top of the scale stands the physicians and lawyers and at the bottom, perhaps, are the teachers and the farmers. The best trained teachers are the ones most enthusiastically in favor of organization and the ones who are always found working to the end that the teachers may organize and function for the betterment of educational facilities. So with the farmers, the best educated and the wisest farmers are the ones who see the necessity for effective and constructive organization. Not only for the promotion of his economic interests, but also for the promotion and establishing of educational advantages which will ultimately give to the farmer that training and viewpoint which is necessary for him to effectively maintain his economic, social and political standing. They see in the County Unit Bill the machinery for effective organization in the matter of education, just as the leading men of the cities saw some seventy-five years ago, that the

City Unit should displace the little district unit in the cities. St. Louis, Kansas City and St. Joseph early saw the necessity for establishing a City Unit system, in which all the wealth of the cities would co-operate to give educational advantages to all the children. This organization has made it possible for the cities to build high schools establish special schools and even Junior Colleges, where boys and girls, who want to, may receive such training as will fit them for leadership in their communities and for effective work in their chosen vocations. Whether the farmers generally are educated to the point of seeing the County Unit as a decided forward step for their welfare, will be revealed at the November election.

ARTHUR BRISBANE, writing in THE CHICAGO HERALD EXAMINER, says, "This nation needs a political party based upon the determination that every child in the United States shall have a thorough American public school education. Not as good as any rich man can give to his child, but better than the individual rich man could afford. Neglecting our public schools is a disgrace to the nation. It is a menace to the future and especially to those who blindly oppose free public schools. They are piling up for themselves trouble they little understand. Fools among them hold to the idea of slave owners, 'Don't teach your slaves to read.' Eighty per cent of the Russians couldn't read and the Russian Grand Dukes thought that that state of affairs was quite correct. Ask them what they think now. Ignorant masses are always dangerous; intelligent, educated masses never."

Patriotic Americans will vote against Republicans and against Democrats but they will not vote against four hundred thousand boys and girls.

THE FIGHT against the County Unit Bill is a fight in its ultimate analysis against the child and the fight against the child is a fight against the life of society. It was the Great Teacher who pointed that 'It were better that a millstone be tied about your neck and that you be cast into the

The Rich Man's Purse vs. The Poor Man's Child

sea than that you offend one of these little ones.' The nation, or the people of a nation, which offends its young life by denying to it the educational advantages that are its due, is as surely committing suicide as is the man who jumps into the sea with a millstone tied about his neck. Arrayed against the interests of the child and society are those who seek to gain support by an appeal to the direct interests of the purse. They raise the age-old cry of high taxes and hope by this sign to conquer the sentiment that favors building the nation by building better men and women through the work of the schools.

This cry comes originally not from the people who are really taxed to the point where taxes are a burden, not from the people living in poor districts where they are paying heavy school taxes, but from those enjoying the low tax in the rich districts and deny that they are their brothers' keepers. The leaders of the objectors to the County Unit are those who on a sinking ship would throw the children overboard in order that the life boats might have room for their purses, for it is certain that the County Unit Bill will raise the taxes in the districts that pay nothing, or next to nothing now, and it is just as certain that a fair tax on the property of these rich districts will make it possible to lower the tax very materially in the poor districts that are now paying a higher rate. It is likewise certain that the County Unit will give to the poor districts an opportunity to have a good school and a good teacher, in addition to giving all the country boys and girls high school privileges.

Briefly stated, the facts are these: First, the County Unit will lower the tax in the poor districts; Second, it will raise the taxes of the rich man who owns property in the rich rural districts; Third, and most

important, it will improve the educational advantages of all. Where is your influence going to be used? Will it be for the child or the purse? Will it be for those children who live and must live and must be educated in the country, or for the purse of those who may live where they please and educate their children where they please?

THERE ARE THOSE who argue against the County Unit Bill by saying that the country schools are pretty good as they are. The country has made some progress by using the country school and it should, therefore, be let alone with its present organization.

Sam Jordan says that similar argument has been raised against every item of progress that has ever been brought about.

For instance, it was truthfully said that the tallow dip and grease lamp were

pretty good compared with methods of lighting that existed before them. In the harvesting of grain the cradle was an improvement over the reaphook and the selfrake did better work than the cradle. The ox cart outdid the human back as a means of transportation and the horse put the ox cart out of business. Notwithstanding the fact that we made progress with these crude implements, the oil lamps and the electric lights have displaced the tallow candle; the binder has caused the cradle and the reaphook and the selfrake to be consigned to the rubbish heap and the automobile has made the ox cart a relic of the museum. In the cities the City Unit, with its large assessed valuation, surpassing in many instances in wealth and population the combined value and population of dozens of counties, have displaced the little district system that was in vogue in the cities up until 1860. It does not take much of a stretch of imagination to see what these school systems would be now if the same plan of organization prevailed as prevails in the country. St. Louis, with four thousand districts and twelve thousand school directors; Kansas City, with two thousand five hundred districts and seven thousand five hundred school directors,

would be utterly unable to maintain a

school system that would give to their children the educational advantages that the children now enjoy.

HORACE MANN said many years ago, "We loathe to be classified among the fossil remains of the bygone ages as belonging to that order of man who, if they had been born during an eclipse of the sun, would

Horace Mann Said— have protested against the return of light, or if they had been born in the era

during the deluge of Noah, would have remonstrated against the subsidence of the waters. Among the moral surveyors, who are measuring the onward march of mankind, we would aspire to be sound amongst the foremost chain-carriers, pressing right forward in defiance of any obstacle and of any declivity and let those who come after keep the tally."

ONCE UPON A TIME there was a State Teachers' Association that worked three-hundred and sixty-five days in each year for the improvement of the schools,

Slackers, Parasites and Hogs the betterment of school laws and the raising of standards in the profession. For sixty-six years its members labored

ed for better schools and during that time much advancement was made, teachers' colleges were established, the length of the school term was more than doubled, county supervision was made general, high schools were made accessible to all the children of towns and cities, and many other laws for the advancement of schools and the consequent improvement of our State and national life. During this time most of the teachers co-operated. They said, "This is a good work; we should help and the least we can do is to become members of the Association. We should also lend a hand at the local and state meetings by getting behind every good measure and then go home and work that the good may be distributed to each and all. We must at least be members whether we can attend the meeting or not and thus let the world know that we stand four square for the right." Thus the idea of organization for the betterment of all

grew until in the year of our Lord nineteen hundred and twenty-two hundreds of counties, cities and towns were represented in the organization by one-hundred per cent of their teachers. But occasionally there was a teacher who would say, "What's the use of my spending the price of a half dozen picture shows for membership? The organization is strong and I will be benefited by what others do. I will go to the shows; I will save the two dollars; I will let George do it." During the war teachers and people who acted in this way were called slackers, in biology such things are called parasites, and by ordinary people they are known as "hogs."

If you are *not really* of this class, don't neglect getting into your proper classification. Enroll at once with your county or city superintendent.

THE STEREOPTICON is one piece of class room equipment which may be made to pay larger dividends than any other with the possible exception of the blackboard. In order that the **Visual Instruction** stereopticon be used to advantage for teaching, the following things are necessary:

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J. V. ANKENY,
Associate Professor in Charge
of Visual Education.

IT IS easy to "pass the buck." Doing so is so common as to make it unattractive. It does not even bear the virtue of being different. It is easy to prophesy. To say "It's no use, it can't be done." But the world is overstocked with "prophets." The only thing that will count for the ultimate good of the county unit, for You Must Help the direct good of four hundred thousand boys and girls, is work, work by you, in your community, with your friends, with your acquaintances, with every one who votes and who is in your sphere influence.

Every teacher has influence, far more than many of them believe they have or are willing to assert. To win support for the county unit is so big a work, so far reaching in its results for good that it challenges the best in each teacher. To be an influence in helping to put such a measure over is worth a life. Millions have lived without accomplishing so much. Horace Mann's immortal words, "Be ashamed to die until you have done some service for humanity," might be paraphrased to say, "Be ashamed to live when you have ignored or refused an opportunity to do something for humanity."

Four hundred thousand boys and girls are on less than half rations educationally, in Missouri, a land that is literally flowing with milk and honey. In the cities the educational tables are spread with the choicest viands and the boys and girls who live there are invited to partake without money and without price. Their plenty makes the poverty of the rural child more striking. Their needs are no greater, their capacity not more broad or deep, their deserts not in anyway superior and no one thinks that they are getting more from the educational larder than they should have. But it is certain that the rural child is not getting his share. There is only one reason for this difference, namely, the co-operation of large masses of wealth in the city and the lack of that co-operation in the country. The county unit is the remedy. What must be done? You fellow teacher must work. Ask every one to vote YES and scratch NO on amendment 12. If you cannot be at the polls all day be there all the time that you can spare

and see that others are doing the same thing. What a glorious work you will be doing! No amount of opposition should deter you and no personal danger make you afraid. You can look the whole world in the face for having done your duty and without fear. What the Psalmist said centuries ago is as true to-day, "Once I was young, now I am old, but I have never seen the righteous forsaken nor his seed begging bread."

ONE HUNDRED per cent enrollment and co-operation is the goal of the Missouri State Teachers' Association this year. It is only by united effort and team work that we can accomplish the most good for the Missouri schools and for the Missouri boys and girls. Realizing this the Do It Now teachers in county after county are registering 100% enrollment in the State and District Associations whether they attend the meeting or not. They feel that the \$2.00 membership fee they pay is very small compared to the great benefit which they derive from their association which is on the job 365 days in the year for the improvement of the Missouri schools. All progressive and forward looking teachers will be members this year. We hope we have no other kind in the State for 1922-23. It is yet time to enroll if you have not done so. Send your enrollment fee to your county superintendent by this mail and join the ranks of the progressives NOW. Begin planning now to attend the Big Kansas City Meeting November 15-18, 1922, if you can, BUT ENROLL ANYWAY.

The following are extracts from the codes of ethics the State, Central Missouri, and St. Francois County Teachers' Associations:

We finally hold that every progressive teacher should not only be a member of his community organization, district and state associations, but also of the N. E. A. This fellowship tends to encourage growth and makes for that co-operation and understanding which characterizes teaching as a real profession.—Code of Ethics M. S. T. A.

Resolved; That it is the sense of this Association that any teacher who has been in

the service for as many as three years and who does not habitually affiliate himself or herself with the State Teachers Association, and with the National Education Association is unprofessional in his attitude.—Central Missouri Teachers' Association.

We hold that every progressive teacher should be a member of his county, district and state organizations. This fellowship tends to encourage growth and makes for that co-operation and understanding which characterize teaching as a profession.—St. Francois County Teachers' Association.

THE SPOTLIGHT will be on education during the week of December 3-9, which has been set aside by the Joint Committee of the National Education Association and the American Legion as American Education Week. President

American Education Week

Harding, the governors of States, and the mayors of cities will issue proclamations calling for the observance of the week and urging that special attention be then given education. The American Legion will issue a program suggesting a general theme for each day of the week beginning with Sunday, December third. While the initiative has been taken by the Legion and the Association, with the cooperation of the U. S. Bureau of Education, the week is in reality a collective enterprise in which hundreds of organizations—National, State, and local—join in an effort to emphasize anew the basic importance of education in every phase of our life. While each organization will realize the broader purposes involved in the celebration of the week, each will especially emphasize the particular features which its field of activity qualifies it to stress most effectively.

The National Education Association will call attention to the necessity for a comprehensive program of education in the Nation. State education associations will

emphasize programs for their respective States and local associations will draw attention to the educational needs of their respective communities. The American Legion with its branches extending throughout the Nation—will place primary emphasis on the importance of training for patriotism and citizenship. Great women's organizations will call upon their members to give special study and publicity during this week to the problems of education with which they are intimately concerned.

Newspapers and magazines will observe the week with suitable editorials on a variety of subjects and with appropriate articles and news accounts, covering various aspects of educational activity. Religious organizations will take advantage of the interest that the week will arouse by discussing the great importance of education for the religious and spiritual life as well as for home training that will lay right foundations for both secular and religious teaching.

What part may the teacher have in the observance of the week? She may use it as an occasion for issuing special invitations to parents to visit schools. She may help local chapters of the Legion and other organizations plan suitable programs. She may gather the facts which editors will wish to use as the basis of editorials and articles. She may call the attention of classes and individual pupils to the meaning of education—its value as an equipment for worthwhile living and the obligations which education places upon its possessor to make use of it for the best interests of his fellows. The teacher may well discuss with pupils the citizens' responsibility for education, looking forward to the day when those now in school will as citizens be in control of educational plans and policies. Education week gives the teacher a broad opportunity for the exercise of his talents of leadership.—From Journal of the N. E. A.

Commissioner J. J. Tigert favors the County Unit for Missouri. In a telegram he says:

"Favor County Unit for Missouri because county is now unit for civil organization and school supervision. It is therefore logical unit for school administration. Large school unit coterminous with civil units efficient in such progressive states as New England group, Utah, Ohio. Larger unit equalizes educational opportunities and burden of school support and therefore democratic. Injects business methods, promotes school consolidation, makes professional supervision possible. Small isolated school deprives children of modern educational facilities."

Prominent Educator Urges Women To Do Personal Work for the County Unit Bill

Dear Co-worker:

The present election campaign presents an unusual opportunity for service to the state and her children and to the cause of universal education.

The County Unit Bill toward which we have looked so hopefully and which was passed by the last legislature has been referred back to the people and comes up for action on November 7th. It will be item No. 12 in the list of questions. As usual in the case of any progressive measure there is opposition from the forces which always selfishly oppose any measure for public welfare with the cry of taxes. False reports are circulated in hope of defeating the bill. An active minority can easily defeat a sluggish majority. If the County Unit Bill is to be saved and its benefits bestowed upon Missouri children, its friends must come forward with one common effort and put it over. We women teachers of the state can save this bill if we rally promptly to its support and use all our influence for its passage.

Success depends in large measure upon the extent to which the rank and file of Missouri's teachers work for this bill. Our duties are: First, to inform ourselves; Second, to pass on the information; Third, to cast our own ballots in support of Question 12; Fourth, to secure as many favorable votes as possible; Last, but not least, many good measures on the question ballot are often lost because so many good intentioned people fail to vote on them at all. It is especially important that the attention of our new women voters be called to this question. We women can carry this bill if we all do our share.

This means personal work on election day in urging every friend of education to come out and vote for Question 12.

ELLA VICTORIA DOBBS.

THE POSSIBILITIES of a teacher increasing the well-being of humanity are almost incalculable. His raw material is youth, from whose character, which he can develop, the material and moral wealth of the world is derived. But if this be true it is first of all essential that the teacher himself recognize his importance, responsibilities and opportunities. Not only must the right to teach be limited to those who have a talent and love for the profession, but cleverness, or superiority, shall not of itself be a passport thereto. The object of a teacher must not be to impose his own individuality on his pupils, but to develop theirs, and this obviously requires a special temperament, as well as knowledge. From the *Real Wealth of Nations* by John S. Hecht.

The County Unit Bill

By SAM JORDAN
In the Twice-A-Week *Globe-Democrat*

In this article I am going to discuss the county unit measure passed by the last Legislature, for we are soon to vote on whether or not it is to become a law.

In voting on any question, and especially this one, what is the first thing one has in mind? I assume that broadly it is the welfare of the future of our country, but there are some who will not so look at it. The future of our country will be determined by how we train those who are children today for taking care of our country in future, and let us keep it in mind that our children have no say other than one silent appeal to you and me.

They have no vote in this matter, and what is done for them will have to be done by you and me, and along the line of human duty I desire to ask a few questions to be answered by each of us from our heart of hearts.

Do you believe that it is fair or right that the country child should get forty-eight days less schooling per year than does the city child? That is the average in Missouri. Do you believe that the child in the country should have lower grade teachers than has the city child? Eighty per cent of the lowest grade teachers teach in the country. Of course, low grade teachers have to begin somewhere, but Mr. Farmer, do you want them all to learn by practicing on your children?

Do you believe it fair that the country child has by far the poorest equipment for his training? Do you believe that the country child does not deserve as good preparation for the race of life as the city child? Do you believe that it is none of your business whether your neighbor educates his child or not?

Low Rate in Rich District

In the dark ages folks thought that way. Do you deny that every man owes it to every child to give that child training for American citizenship. If you believe that we do owe such a debt do you believe that the poor should pay a higher rate for that training than do the rich? That is just

what happens now under the present law. The rich district pays a lower rate of taxation for the school than does the poor district. Are you willing then, to sacrifice the child of the poor man for the purse of the rich man?

I can see two reasons why a person might vote against this bill. One is that he has never read it, but only heard things, and in reality knows nothing about; and the other is that he fears it will raise his taxes a little. It may do that, but you know none of us would acknowledge that to be the reason in our own case—but it may be. It is likely to raise the tax of the rich man in the rich district, but it will at the same time lower the tax of the poor man in the poor district, and just now, as indicated above, the poor man in the poor district does pay a higher rate than the rich man in the rich district.

Country Pays More

What would you think of a city that had its territory cut up into dozens of districts, each with its own officers, and each with its own tax rate, and the town voting on the superintendent, instead of conducting school matters on a real business basis?

In the country we are paying more for the same amount of schooling for each child than is paid in town, yet we by no means get the same or near the same results.

From a business viewpoint alone, the county unit law is good, for it saves money and at the same time gives greater returns for the money expended. The larger unit means economy in this matter just the same as the larger unit in any business makes for economy and from a business standpoint I cannot see for the life of me how any man would vote against it when he understands, unless it be that he fears it will make him pay a little more tax, which it will if he lives in a rich district where he is getting by easy now, but where, under this bill he will have to come across with his fair share for the training

of all the children in his county, and in my humble judgment this is fair and right, for in the final analysis, the life of the child is an asset to the country.

This same man in the rich district, who is afraid that it might increase his tax a little, would be the first to call for protection from the public were his property or life in danger.

Citizens of the Future

These boys and girls of today are soon to take their places as citizens to render just such returns as we have trained them for making. They are to fill our schools at teachers, they art to fill our pulpits, run our banks and our farms, and they must go onto the field of battle if need be for the protection of your life and your property. Would you deny them the preparation just because it might raise taxes a little? Would you deny them this right to training that they are helpless to secure for themselves? Are your children worth the price to you the same as the children are worth the price to the folks who live in town?

Are you willing that your child be handi-

capped through life for lack of training that is within your power to give them?

I have all due regard for the rich man's purse, but I have greater regard for the poor man's child, the child that after awhile will be expected to take charge of the affairs of my country, to run its business, to protect its flag.

I have regard for all who may have to pay a little higher rate, but that higher rate will give relatively higher returns, hence result in benefits to them. I have regard for all these, but I have far greater regard for the children of my state, the future well-being of which is in my hands and yours. These children cannot help themselves, since they have no vote. I am not deaf to the silent appeal that they are making to you and to me, and I am willing to take my place in the line and fight for them to the last ditch, no matter what any man may think of me for it.

I am for my country first, last and all the time, and I know the future welfare of my country depends on how you and I line up like men and do our fair share and full duty toward our own flesh and blood.

The Tramp Pedagogue

By O. J. MATHIAS

THE time was when we bought our goods from the tramp peddler; our physical well-being was placed in the hands of the traveling "quack" doctor with his patent "dope;" the type for our newspapers was set by a journeyman printer and our religious conceptions were elaborated by an itinerant circuit-riding with a hymn book and a Bible in his saddle bags. Time has made a change in some things. The tramp peddler can no longer compete with the personality and systematic business methods of the merchant who is permanently located and in a position to study and meet the needs of his community. The "quack" doctor is able to ply his nefarious trade only in the most ignorant and primitive communities. The journeyman printer has passed on down the trail with the dhow and the dodo. The progressive churches of the land have placed a marked value on com-

munity service and thus have grown more tolerant regarding the community tenure of their leaders. Yea, verily, time has made a change; but we still have with us, in this year of our Lord, 1922—The Tramp Pedagog.—Conditions within and without the teaching profession have made the tenure of our teachers, in a given community, as shifting as the sands of Sahara. Does it pay?

Three questions may be asked. Is the school a political organization? Is the school a philanthropic institution? Is the school a business proposition? If the school is a political organization to which might be applied the maxim,—"To the victor belongs the spoils," then a shifting tenure is desirable. If the school is a philanthropic institution destined to furnish employment to the physically and mentally deficient then of course, there should be a shifting tenure in order to

grant a greater amount of charitable relief. If the school is a business proposition then it should be placed on as sane and sound a business basis, so far as the tenure of its skilled employees is concerned, as obtains in other business organizations throughout the land.

There is not a banking system, mercantile establishment or a developing corporation in the nation that could hope to compete with kindred organizations if they changed the personnel of their skilled employees one-tenth as often as is true with the average school system of today. Most banking concerns, even in small towns, authorize a heavy life insurance against the possible death of a skilled employee. Business establishments throughout the land recognize the increased value of skilled employees with each year of successful service. The salary schedules of large city school systems recognize an increased efficiency up to at least five years of successful service in the same system.

The community is a small republic. An aggregate of communities make the nation. The school is a strict business proposition. Its business is to fit boys and girls into the great scheme of right living, deep appreciation and wholesome American citizenship. The teacher must, in a large measure, mold the ideals of a community. The personality of a teacher must be considered in connection with scholastic attainment. From the standpoint of community efficiency a teacher will grow with each year of successful service in the same community. The proportion of this growth is a matter, more or less, of personal opinion. We are led to believe that it takes at least five years of successful service in a community for a teacher to approach her maximum efficiency in that community. It is a matter for doubt if any teacher reaches more than about ten per cent efficiency, so far as her service to the community is concerned, during her first year of service. If there is any truth in these statements then Missouri has too large a per cent of her teachers on a basis of ten per cent community efficiency and under the five year, or hundred per cent mark.

We are reminded of an aged broker who had amassed millions in the buying

and selling of stocks. He had reached 90 and was on what seemed to be his death bed. He grew very despondent and the jovial physician in an effort to cheer him said, "Why, you are not going to die. You are only 90. You will reach 100." The aged broker said, "No. That would not be good business on the part of the Lord. Why should He let me reach par when He could pick me off at 90?" There seems to be a good deal of this type of business judgment in connection with the tenure of teachers throughout the state.

Missouri in 1921-22 listed 21,567 teachers. About 75% were under the five year mark. Only about 25% of the total teachers of the state had been in the same school system for a period of five or more years. About 45% were spending their first year in the community. When the large cities of the state are considered separately the opposite figures prevail. Both St. Louis and Kansas City have more than 75% of their total teachers with a tenure above the five year mark and in each case a very low per cent of first year teachers.

There is no question but that the broken tenure of a worthy superintendent or principal multiplies the loss to the community many times over that of the class-room teacher. The following data was compiled from the list of high school teachers and superintendents sent out annually by the State Department of Education. Heads of schools in 498 communities in Missouri listed as doing some high school work and dating back through a period of ten years come within this study.

No. of Supt. in 10 Yrs:—

1	2	3	4	5	6	7	8	9	10
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No. of Schools—

20	50	68	91	121	75	50	16	6	1
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Thus 121 schools have changed superintendents five times in ten years and 50 schools have had seven superintendents during the same period. We were unable to find any school doing high school work with more than ten superintendents in ten years; but we feel sure that if the test was applied to schools doing only grade work that such a condition could be found. The writer was elected to the principalsip of a country school, several years ago, and he was the fifth teacher to sign a contract

in that community between September and December of that year. This school was in one of the most progressive school counties in the state. There is a country school within a few miles of where we are writing which has had 32 teachers during the past 30 years.

From this same little book sent out by the State Department of Education we have determined the average tenure of all superintendents in the 555 communities listed as doing some high school work in 1914-15. We found this average to be 2 and 302/555 years. 642 communities were considered in 1921-22 and the average had reached 2 and 67/107 years, or a gain in tenure of 4871/59385 of a year during the period of eight years.

We will outline only a few reasons why we have this shifting tenure:

I. Teacher—

1. Desire to advance—financially—professionally.
2. Home makers. Lady teachers who marry and become real teachers in a home of their own.
3. "Stepping-stone" teachers.
4. "Travelogue" teachers who desire to shift in order to see the country.
5. Teachers who accept positions for which they are not qualified or adapted.
6. Teachers whose conduct in the community is antagonistic to the best interest of the school.
7. Habitual failures.

II. Community—

1. General inertia which repels active, ambitious teachers.
2. Fear of taxation sufficient to hold prepared teachers and grant an adequate increase in salary in proportion to their increased worth to the school and community.
3. Desire to fill the school with "Home Brew" teachers, (native sons and daughters) irrespective of qualifications or adaptation even though efficient teachers are dismissed to make a place.
4. Poor living and social conditions.
5. "Peanut" politic and favoritism.
 - a. No regard for the rights and feelings of teachers.

b. Places a premium on "wire-pulling" and toadyism and a discount on efficient service.

A negro janitor in an apartment house explained that the name "CUSTODIAN" which appeared in black letters on his red cap came from the fact that he was cussed by 49% of the people in the apartment and had to toady to the other 51% in order to hold his job. There are communities in Missouri where a red cap with black letters might fit the status of the teacher.

6. Chronic complainer, who is able to get on a Board of Education and change it into a Board of Aggravation. There was a mangy dog that lay in the dust by the railroad track. The only ambition of this cur was to run every train out of town. This canine quality manifests itself in some man or woman in practically every community; but they vent their wrath on the new school teacher. They have remembered from their brief school days the copy book maxim, "A new broom sweeps clean." They are ardent advocates of the "New Broom Theory" as applied to the school teacher in their community.

Now since the school is a business proposition there should be every effort made to encourage a longer tenure for teachers in a given community. The teacher should get a bigger conception of service and communities should take into consideration and seek to eliminate, so far as possible, those things which repel worthy teachers. The Community, District and State Teachers Association should go on record as favoring a permanent tenure for teachers based on efficient service and good behavior. The worthy teacher should feel as secure in her tenure as a bank clerk or a grocery boy. The school and the teacher will be in a position to render a greater service to the community as a whole and to the individual boys and girls of her charge when conditions obtain that will send the itinerant pedagog on down the trail with the tramp peddler, the "quack" doctor and the psalm-singing circuit-rider. No school in the nation can hope to reach a maximum in social efficiency when it changes the personnel of its teaching force five, eight and even ten times during a period of ten years.

The Outlook for a World's Conference on Education

By C. H. WILLIAMS

AT the annual meeting of the National Education Association last July, it was decided by the Association to call a World Conference on Education to be held in connection with the annual meeting of the N. E. A. early in July, 1923. It was further decided that educational organizations and ministries of Education throughout the world should be invited to send representatives to this conference, which will begin one week before the annual meeting and will last for two weeks, closing at the same time as the annual meeting. Many things should be accomplished by such an international conference; however, the main objects which the Association had in mind in connection with the meeting might very well be expressed as follows: (1), to bring about a closer organization and co-operation of teachers throughout the world; (2), to provide for the establishment of an international bureau of research and exchange of educational ideas; (3), to take definite steps toward the teaching in all schools of civilized countries the ideals of peace and goodwill.

As I happened to be a member of the committee on Foreign Relations, I was asked by this committee, which has charge of the arrangements for the world conference, to visit several European countries during August, September and October, with the purpose of calling the attention of the ministries of Education and of other leaders in Education to the importance of this conference and to the advisability of sending representatives. With this mission in view, I sailed from the United States to Europe early in August, and spent two months in England, Belgium, Germany, Czechoslovakia and France, devoting practically all my time to this work. This article is intended to be a brief report upon the attitude of the educational leaders in those countries toward the proposed conference.

In England I found the most cordial and sympathetic interest. President W. G. Cove of the National Union of Teachers,

the largest and most influential organization of teachers in England, had arranged a special meeting of the executive committee of that organization to be held in London during the time I was there. I had the privilege of addressing this executive committee, consisting of about 50 leaders in education from every part of England and Wales. Moreover, I talked with the officers of the committee and with many of the members personally. I received every assurance that a full delegation would be sent by the National Union to the conference.

I also found almost equal interest on the part of the Registration Council which is made up of representatives from all educational organizations of England and on the part of the various organizations in the field of secondary teaching in England. I also received assurances that the universities would be interested, though I had no positive promise that they would send representatives. In the case of the English ministry, I was unable to see the Minister of Education, who was at that time out of England. However, I had a long interview with responsible officials of that department, and found much interest in the proposed meeting, though I was informed that the ministry probably would not be able to send representatives, as an imperial conference on education in which England and all the Colonies were to participate had been called at London for the first days of July, 1923, thus coming at exactly the same time at which our meeting is planned. I should mention that before I left England the fall of the Lloyd George ministry seemed imminent owing to great dissatisfaction over affairs in the Near-East. In case of a change in the government it is possible that the new ministry might be more disposed to participate in the World Conference on Education. I secured a full list of all organizations in England which would probably be interested in our proposal, and have forwarded this, with the names and addresses of the

officers, to the chairman of the Foreign Relations Committee of the N. E. A.

In Belgium I found a very sympathetic attitude on the occasion of my visit to the office of the ministry of Education. I experienced some little difficulty on account of the fact that my knowledge of French was very slight and that the knowledge of English on the part of the minister and his secretary was almost as limited. However, I think I convinced them of the very great importance of this meeting, and of the great desire on the part of the N. E. A. to have representatives from the Belgium government. I was assured that the ministry was greatly interested and would probably send representatives. I received next day at my hotel, a letter from the secretary to the Minister confirming the assurance of the previous day. I found that the leaders among the teachers in Belgium were quite as much interested in our proposition as was the government, but that they were greatly handicapped by reason of the lack of any one inclusive organization of teachers. There are a number of organizations in Belgium and these are widely separated in aims and aspirations through religious differences. The hostility between Catholics and Protestants is quite apparent. However, I have strong hopes that the teachers of Belgium will make some arrangements by which they will be able to participate in the conference.

In Germany I found much interest on the part of university professors. However, I did not make any attempt to see the ministry, owing to the fact that I had previously found great antagonism both in England and in Belgium to the idea of entering a joint conference with representatives of the German government. In fact, so pronounced is the feeling of Belgium and England and France upon this point that it is doubtful whether they would enter a conference in which they knew that the ministry of education of Germany would be officially represented, though it is possible that this feeling may be overcome. The German teachers are greatly handicapped at the present time by reason of inadequate salaries. The increase in salaries has by no means kept pace with the fall of the value of the German mark,

so that the purchasing value of teachers' salaries has been constantly decreasing. I talked at length with one of the leaders in education, a man occupying a very important position, who told me that his salary at that time was 200,000 marks per year. As marks were then selling at approximately 16000 to the dollar, it can be seen that his total salary in American money would be less than \$150. To be sure the purchasing power of this money would be greater than in the United States, owing to lower prices in Germany; however, at the best it would not buy more than \$500 would buy in the United States. As this man occupied one of the most important positions and was receiving a correspondingly large salary, it can readily be understood that the ordinary teacher finds it difficult to live upon the meager amount paid for his services. As a matter of fact, I was reliably informed that practically all teachers must do other work outside of teaching hours in order to live at all. Under these circumstances, it is a question as to whether the German teachers can afford to send representatives to an international conference during the coming year.

In Czecko-Slovakia I found a very different state of affairs from that existing in Germany. In this little country the value of the kronen, their monetary unit, has been steadily advancing for many months past, so that the teachers find themselves well enough paid to live upon their salaries. Indeed, there has been a great revival in education throughout Czecko-Slovakia since the fall of the Austrian Empire in 1918 and since the inauguration of the present government under President Masaryk. Under the Austrian regime, education had greatly declined throughout the provinces now included in Czecko-Slovakia. Under the present government, which is modeled in considerable part upon that of the United States, every encouragement has been given throughout the country, special attention being given both to elementary and to secondary education. At the present time it can be said that except in the small province of Sub-Carpathian-Russia, the easternmost part of the Republic, suffi-

(Continued on page 415)

When the Old is New in Literature

By ROBERTA HOWELL, Teacher of English, Columbia, Mo.

THE introduction of contemporary literature into high school courses has been accompanied by a general state of uneasiness, the introducers have been over on the defensive, and have kept watchful eyes and attentive ears for the least degree of adverse criticism.

The devotees of contemporary literature claim that it fits the student for the life of the world as he finds it—the life of today. It is quite evident that the student must have the best of the new as well as the best of the old; very naturally if literature is to perform its function it must deal with the living present as well as with the dead past.

Those who adhere to the teaching of contemporary poetry declare that it has a distinct advantage over older verse, because it has a simpler vocabulary, a more natural sentence structure, a freedom from unfamiliar allusions, and is therefore more easily understood.

What is the correct standard in literature? Until this question is answered how is the student going to be able to judge the character of a modern short story? Is it true that the plays of Shakespeare, and the essays of Lamb, are literary productions suited only to another day and age? Do they not contain truths applicable to modern life? Is it true that Dickens and Eliot express only the spirit of the middle nineteenth century? Does it matter whether the new or old is chosen, or whether they are intermingled, so long as literature is chosen that contains universal truth?

A story lives or dies according to its significance to life. Books that have succeeded in holding the attention of the reading public for at least four hundred years are surely continuing to help man interpret life as he finds it today.

A student in high school said at the close of his freshman year, "I hope there won't be any more from Dickens on the reading list, for his books are so dry," but at the end of the four years in high school the student voluntarily admitted, "Dickens wasn't so dry after all." There is often as much of thrilling adventure in

the so called "old literature" as in the new if one only knows what to choose and what to reject.

The boy referred to arrived at his final conclusion after a careful study of "The Tale of Two Cities." Students in high school sometimes think of this book as a historical novel, and as a tale of war and horror, but it contains of life both the good and the bad; in it light and dark powers together weave human character. After a study of the book in class the following extracts were taken from theme papers of junior high school boys and girls.

"Envy, hate, jealousy, and desire for vengeance are embodied in Madame Defarge; and in her case evil brings its own reward, for she meets death at the hands of a defender of those whom she would destroy. Selfishness, greed for gold, and lust of the flesh are found in the Evermondes; patience, long suffering, and tender devotion in Dr. Manette; and the redeeming power of love is seen transforming the life of the hero, Sydney Carton.

"There is quite as much of love in the "Tale of Two Cities" as there is of hate. Love is eternal and dominant. All the various types of this "Greatest Thing in All the World" are found in this story of Dickens. There is parental love, filial love, love of friends, and three types of the love of a man for a woman; namely, the selfish, the devotional, and the heroic, or sacrificial type. The selfish type expects all and gives nothing, the devotional type gives all and expects all, the heroic type gives all and expects nothing.

"Parental love is truly wonderful. Dr. Manette possessed for his daughter the love for which no sacrifice was too great. When Charles Darnay asked for Lucy's hand in marriage Dr. Manette granted the request although he thought it might take her away from home, and he never betrayed the secret after he learned that Lucy's husband was a relative of his persecutors of the past. Dr. Manette took on new life and vigor when he was trying to rescue Darnay from a prisoner's cell. He

knew that he could make Lucy happy by restoring her husband to her; it was ever of her he was thinking.

"An example of filial love is Lucy's love for her father. Her patience, loving care, and watchfulness enabled her to accomplish his restoration to a useful life after many years of life destroying confinement in prison. Lucy was not ashamed of her father, (as perhaps some girls would have been) because he had been in prison; instead she gave to him a whole-hearted devotion. She was even willing to sacrifice a happy married life if her father so desired.

"Miss Pross combined eccentricity with good likable qualities. Her devotion to her worthless brother, Solomon Pross, who had made himself despicable by squandering his sister's money, and by turning spy is proof of the love of family. Family love can overlook faults that others would consider unpardonable. Miss Pross did not love Solomon for the things he did or did not do, but because he was her brother.

"A friend is what the heart needs all the time." Many persons are friendly in times of prosperity who prove unfriendly in times of adversity; Miss Pross was no such friend. She proved that love is stronger than hate when she fought to kill in the struggle with Madame Defarge. She engaged in the fight in order to give Lucy time to escape from the awful clutches of her enemy. Miss Pross had no fears for herself; she was thinking of Lucy whom she loved and wished to serve.

"Mr. Stryver represents the purely selfish type of love. He felt extremely generous in the thought of giving Lucy an opportunity to share his worldly possessions. He spoke of his kindly intentions as though he would be conferring a favor by his proposal. He had studied the proposition and decided that a carefully selected wife would be a help to him both in a social and a business way. A wife could see that his house was swept, and polished,

and garnished; she could preside gracefully in his home. Lucy was young and fair and she could care for him when he grew old.

"A love that is treasured beyond all loves is the earnest, sincere, devoted love, such as Darnay had for his wife; it is the normal love of a man for a woman. Such a love carries with it respect for the loved one; it is the love that binds hearts together and makes homes a secure place in which to dwell; it is the pure, clean love of a man for his mate. In this example the woman was loved for love's sake.

"Sydney Carton was "traveling the road of indecision which leads to nowhere in particular" when he met a woman and love entered his heart and softened it. It was a love that caused him to redeem his purposeless life by a noble sacrifice for the woman he might have married had he lived differently. His was the heroic, sacrificial type of love. He sacrificed his life that his loved one might be happy and

"Thus by design or chance did he
Drop anchors to posterity."

His was the kind of love that suffers long and endures much, envies not, seeks not her own, bears all things, and hopes for all things. When Carton went to his death he said, "This is a far, far better thing that I do now than I have ever done before; this is a far, far better rest that I go to than I have ever known before."

In what modern novel or short story could a student find more of the problems of the intimate relationships of life than in this of the older type? Charles Dudley Warner has said, "To teach a child to read and not to teach it what to read is to put a dangerous weapon in its hands." If this be true what an obligation and what a privilege rests upon those who select literature that is to give moral tone and mental strength; that is of greatest value in character formation; that furnishes wholesome amusement for lonely hours.

ULTIMATELY

Evil springs up and flowers, but bears no fruit

Feeding the green earth with its swift decay,
Leaving it richer for the growth of Truth.

But Good, once put in action, or in thought,
Doth from its boughs shed down

The ripe germs of a forest.

—James Russell Lowell.



Department of
**Child Hygiene and School
and Home Sanitation**

Conducted by the
Missouri Tuberculosis Association
W. McN. Miller, M. D., Editor



State Tuberculosis Sanatorium Extension Service

Another step in advance in giving health service in which all the people of the State shall share in its benefits in proportion to their several needs regardless of where they may live has been inaugurated by the Missouri Tuberculosis Association co-operating with the State Tuberculosis Sanatorium located at Mount Vernon.

Inasmuch as nearly all the funds used in carrying on the work of that Association are derived from the sale of Tuberculosis Christmas Seals by school children, the teachers as well as the children and their friends who participate in the annual sale of Christmas seals may well feel justified in their pride in having made this service of the State Sanatorium possible.

Further, the knowledge that the funds thus raised by selling Christmas seals are being used in such worthy service will stimulate them to redoubled effort to eclipse all former records in the sale of seals in the seal-selling campaign of next December.

The nature and scope of the service to be rendered to the people of Missouri in the joint activities of the Sanatorium and the Tuberculosis Association are set forth in the following statement of the agreement entered into between the representatives of the Board of Managers of State Eleemosynary Institutions and the Missouri Tuberculosis Association:

The aims and objects of service are:

1. To arrange for follow-up care for ex-patients of the Sanatorium.
2. To do and arrange for preventive educational work with families of patients.

3. To secure information for the Sanatorium:

- (a) About patients while in the Sanatorium (living and economic conditions at home etc.)
- (b) About health of ex-patients, periodically, following discharge.

4. To promote Sanatorium care for tuberculous persons at the State Sanatorium or in other institutions, securing such institutional care as is best adapted to particular cases.

5. To promote and advise adequate care at home for those who may best be treated there, and for those who for uncontrollable reasons can not be cared for in an institution for the care of the tuberculous.

6. To secure co-operative efforts on the part of state institutions—eleemosynary, penal, educational, etc.—conformable to the objects here set forth.

7. To give co-operative assistance to the State Board of Health, county health officers, Sanatorium medical examiners, state and county medical societies, and to city and county general hospitals, in their efforts to combat tuberculosis in the State.

8. To co-operate with the State Board of Charities and Corrections with county courts and with the county welfare superintendents to promote the proper care of dependent tuberculous patients and to prevent the spread of tuberculosis among persons coming under the care of these agencies.

9. To co-operate with the Medical
(Continued on page 410)

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(Continued from page 407)

Department of the University of Missouri and with the State General Hospital therewith affiliated, in broad educational work pertaining to tuberculosis.

10. To give co-operative helpful service to city, county and private tuberculosis hospitals in the care and after-care of their patients.

The work is to be under the supervision of Miss Elizabeth Moore, formerly Director of School Health Surveys of the Missouri Tuberculosis Association, as Director of the Extension Service of the State Sanatorium.

The first undertaking is to secure local co-operation in carrying out appropriate lines of work as outlined above.

For the present, the Missouri Tuberculosis Association contributes toward the Extension Service Department Miss Moore's time as director, her traveling expenses, and record blank forms. As long as this arrangement continues, the only expenses to the Sanatorium will be stationery and postage, Miss Moore's maintenance while at the Sanatorium, and stenographic and clerical service at the Sanatorium, as far as possible.

Various District Associations Endorse County Unit—Urge Active Work By Teachers

RESOLUTION, CENTRAL MISSOURI TEACHERS' ASSOCIATION—

Resolved: That we the teachers of Warrensburg-Central Missouri Teachers' Association, in convention assembled, because the County Unit is the most constructive piece of school legislation offered to Missouri in years, pledge ourselves to the support of Amendment No. 12 at the general election, November 7, by active campaigning, by explaining the bill to voters and by all honorable means in its behalf.

RESOLUTION, NORTHEAST MISSOURI TEACHERS' ASSOCIATION —

Resolved: That we heartily endorse the County Unit Bill and also commend the Better Schools Committee for the work it is doing in the campaign in behalf of the bill.

RESOLUTION, SOUTHWEST MISSOURI TEACHERS' ASSOCIATION—

Resolved: That because we believe the County Unit Law is the biggest single educational measure confronting the people of Missouri today, and because we believe that it will do more than is otherwise possible to give the rural boys and girls educational opportunities equal to those of the city, we heartily endorse this measure and pledge our full support and influence to it in the coming election.

RESOLUTION, NORTHWEST MISSOURI TEACHERS' ASSOCIATION—

Resolved: That we again express our approval of the County Unit Bill and appoint each teacher a committee of one to put forth some definite action for the support of same.

WEARINESS

H. W. Longfellow

O little feet! that such long years
Must wander on through hopes and fears,
Must ache and bleed beneath your load;
I, nearer to the wayside inn
Where toil shall cease and rest begin,
Am weary, thinking of your road!

O little hands! that, weak or strong,
Have still to serve or rule so long,
Have still so long to give or ask;

I, who so much with book and pen
Have toiled among my fellow-men,
Am weary, thinking of your task.

O little hearts! that throb and beat
With such impatient, feverish heat,
Such limitless and strong desires;
Mine, that so long has glowed and burned,
With passions into ashes turned,
Now covers and conceals its fires.

A Real Rural School in Gentry County

Grandview School Dedicated

From Albany Leader

LAST Tuesday, September 5, was an epochal date in the rural education system of Gentry county, for on that day the first distinctly rural grade and high school building was formally dedicated to the use of education and community interests. And from indications this pioneer consolidated school will see other institutions of similar kind established over the county.

The conditions for a successful celebration to mark the event were ideal, and citizens of the consolidated districts, together with well-wishers from adjoining territory and neighboring towns and counties gathered to take part in the exercises of the day. The crowd was estimated at six hundred.

From two o'clock until half past four an informal reception was held and tours through the building were made by patrons and visitors. The gathering was honored by having as its distinguished guest, Prof. Sam A. Baker, state superintendent of schools, who delivered the address of the occasion and dedicated the building to the use of education. Prof. Baker is a pleasing and popular speaker and holds the interest of his hearers. He spoke of the efforts being made by the state to improve the system of schools, especially to bring to the rural children the opportunities given to the young of town and city. The building of consolidated school buildings is the only solution to the problem, and he congratulated the progressive citizens of this district in the fulfillment of their plans.

County Superintendent of Schools, Prof. Earle C. Duncan, under whose guiding hands the plans of consolidation have been successfully carried out, presided at the meeting, and in a few remarks related the circumstances leading up to the events of the day.

After the conclusion of Prof. Baker's address, the tables were prepared for the picnic dinner—and the results presented after the dinner had been arranged caused veterans and time tested picnickers—those seasoned by long years of gastronomic engagements—to gasp in astonishment at the amount of finely prepared food that the citizens had prepared for the event. The writer was surrounded by

battle-scarred participants in onslaught against the cooking of Gentry county women, and it was generally conceded that none had ever before run against such a formidable array as was marshalled on this occasion.

The Albany band was present and gave a concert which was appreciated by all. After dinner Hon. Ed Kelso, of Grant City, gave a few appropriate remarks. The event was one that will long be remembered.

Consolidated School Dist. No. 1 has been well named—Grandview—as a more ideal location ofr a rural school could hardly be imagined. The building is one which not only the district, but the county as well, may be proud of. It is a three story structure, with ground floor dimensions 75x45 feet. It has 19 rooms including a large auditorium with stage, class rooms to be equipped with standard furniture. It has its own electric light plant, hot air heating plant, with running water in building, inside toilets, fan ventilating system, etc. The building is of rough brick. The cost of the plant when completed will be around \$21,000.

A Teacherage

In connection with the school building is the teacherage adjoining, a building for the residence of the superintendent and teachers. It is a big two story building for the residence of the superintendent and teachers. The campus consists of 8 acres, with room for all kinds of sports and agricultural experiments.

The school enumeration of the consolidated district is 160. The assessed valuation is the third highest in the county, being surpassed by only Albany and King City.

The high school will offer an approved four year course, with 18 units. The teachers are Prof. Paul Collier, superintendent; Mrs. Collier and Miss Margaret Vaughn, in the high school. The grades: Miss Pearl Jones, grammar department; Miss Wave Duncan, intermediate ;Miss Mary Kerlin, primary.

Mrs. Stella Snipes is matron at the teacherage.

The board of directors: Fred Cooper, president; C. H. Carson, clerk; Frank Rainey, Frank Jolly, John McMillen and Frank Davidson.

Program of General Sessions of the Missouri State Teachers' Association, Kansas City, November 15-18, 1922

ASSEMBLY OF DELEGATES

First Session:

Francis I Room, Baltimore Hotel, Wednesday morning, November 15, 1922

9:00 Meeting called to order by Miss Elizabeth Buchanan, Chairman of Executive Committee.

Invocation.

Report of Committee on Credentials.

10:00 The Second Session of the Assembly will begin at ten o'clock or at such time as the Assembly may determine. At this session the members of the Committee on Nomination of Officers and of Time and Place will be chosen and such other business will be transacted as the Assembly may determine. These two committees will report at such time as they are requested. The Assembly will hold as many sessions as may be required to transact the business. The following Committees will report at such time as the Chairman of the Assembly may designate:

Legislative Committee, Committee on Sources of Larger Revenue, Vote on Constitutional Amendments. Committee on Professional Standards and Ethics, Constitutional Convention Committee, Practical Citizenship, Necrology, Teachers' Salaries and Tenure of Office, Executive Committee, Resolutions, and other reports.

ADMISSION TO GENERAL SESSIONS

Only membership receipts will admit teachers to the General Sessions, but this will entitle the holder to all rights and privileges of the Association.

PROGRAM GENERAL SESSIONS

Meetings will be called to order on time. The audience is requested to remain seated during addresses.

First General Session, Thursday Morning, November Sixteenth, Convention Hall, Thirteenth and Central Streets

9:00 Music, Dr. and Mrs. Albert Edmund Brown, Lowell, Massachusetts.

Invocation, Dr. Harry Rogers, Lin-

wood Boulevard Presbyterian Church.
9:30 Address of Welcome, Hon. I. I. Cammack, Superintendent of Schools, Kansas City.

9:40 Response on behalf of Officers of State Teachers' Association, Byron Cosby, State Teachers' College, Kirksville.

9:50 Response on behalf of teachers, Louis Theilmann, Superintendent of Schools, Breckenridge.

10:00 Address, William M. Lewis, Chief, Education Service, United States Chamber of Commerce, Washington, D. C.

10:45 Address, Mrs. Walter McNab Miller, Missouri Tuberculosis Association, St. Louis.

11:05 Address, Dr. F. C. Touton, Associate Professor of Education, University of Southern California, Los Angeles.

Second General Session, Thursday Evening, November Sixteenth, Convention Hall, Thirteenth and Central Streets

7:30 Music, Dr. and Mrs. Albert Edmund Brown.

Invocation, Rabbi Mayer, Judah Temple.

8:00 Address, Dr. J. J. Tigert, United States Commissioner of Education, Washington, D. C.

8:45 Address, President Clyde M. Hill, State Teachers College, Springfield.

9:10 Address, President William B. Owen, National Education Association, Chicago, Illinois.

Third General Session, Friday Morning, November Seventeenth, Convention Hall, Thirteenth and Central, 9:00 A. M.

9:00 Music, Dr. and Mrs. Albert Edmund Brown.

Invocation, Rev. Fr. McCabe, LL.D., St. Vincent's Church.

9:30 Address, Dr. J. L. McBrien, Professor of Rural Education, Indiana State Normal School, Terre Haute, Indiana.

10:15 Address, Dr. J. C. Jones, President University of Missouri, Columbia, Mo.

10:45 Address, Miss Julia Wade Abbot, Specialist in Kindergarten Education, Bureau of Education, Washington, D. C.

11:20 **Address**, Dr. Cameron Harmon, President, Missouri Wesleyan College, Cameron.

11:40 **Address**, C. H. Williams, Director University Extension, Columbia.

Fourth General Session, Friday Evening, November Seventeenth, Convention Hall, Thirteenth and Central Streets

8:00 **Music**, Dr. and Mrs. Albert Edmund Brown.

Invocation, Rev. Burris Jenkins, Linwood Boulevard Christian Church.

8:30 **Address**, Hon. Frank B. Willis United States Senator from Ohio.

9:15 **Address**, Hon. Arthur M. Hyde, Governor of Missouri.

Fifth General Session, Saturday Morning, November Eighteenth, Convention Hall, Thirteenth and Central Streets

9:00 **Music**, Dr and Mrs. Albert Edmund Brown.

Invocation, Rev. Joseph L. Gross, Wornall Road Baptist Church.

9:30 **Address**, Hon. Herbert S. Hadley, Dean of Law School, University of Colorado, Boulder, Colorado.

10:15 **Address**, Miss Martha L. Connole, member of School Board, East St. Louis, Illinois.

Committee Reports.

Installation of Officers.

Superintendents, principals, teachers and others having resolutions which they wish to be considered by the Assembly of Delegates at Kansas City, Nov. 15-8, 1922, should mail them to Prof. Byron Cosby, Chairman of the Committee on Resolution, M. S. T. A., Kirksville. Please mail any suggestions early.

Remember that reduced railroad rates can only be secured by presenting an Identification Convention Certificate. Get one from your city or county superintendent or E. M. Carter, Secretary, Columbia, Mo.

The Muchlebach and Baltimore Hotels in Kansas City have been selected as joint headquarters for the convention. The general sessions of the convention will be held in Convention Hall, 13th and Central Streets.

No teacher should be satisfied this year without his or her county is in the distinguished 100% class. One hundred per cent means that every teacher is co-operating to make the schools of the state better and to offer better educational advantages to the boys and girls of the State. Now is the time to complete 100% enrollment in every county.

South Central Missouri Teachers' Association at Cuba, Mo., November 30-December 2

The South Central Missouri Teachers' Association will be held at Cuba, Mo., Nov. 30, Dec. 1 and 2, 1922. President C. D. Snodgrass of Dixon has given out the following information concerning the meeting:

Hotel Facilities—Special Hotel Rates, Private Homes thrown open for possible overflow—to hotels on Meramec River by busses.

Free busses in town for visiting at all times; will meet all trains and be accessible for teachers at close of sessions.

Athletic Contests will be given as follows: Bonafide High School Students eligible—girls' basket ball; boys' basket ball; relay race—boys only.

A disinterested coach will be selected by Athletic Committee.

One boy and one girl from each high school will be eligible in a Declamation Contest. All

Contestants should be preparing for this event.

Speakers of Local, State and National renown will address teachers at this meeting.

Join the Association; form Community Centers; send delegates to State Association, Nov. 15-18, at Kansas City, where an Amendment is to be voted on to form a New District, which will be recognized by the State Association. By this District being recognized, our proportion of State Dues will be returned for our benefit.

Counties included in this Association district—Crawford, Dent, Franklin, Gasconade, Laclede, Maries, Miller, Phelps, Pulaski, Shannon, Texas, Washington.

A General Program will be mailed to each teacher of this District about November 5th.

Proposed Constitutional Amendments to the Constitution of the Missouri State Teachers' Association

Amendment No. 1

Amend Article VII—Assembly of Delegates Constitution and By-Laws Missouri State Teachers Association by adding a new section entitled Section 9, which shall read as follows:

'Section 9. The president of this Association, the members of the Executive Committee and the chairmen of all other committees shall be members of the Assembly of Delegates.

Amendment No. 2

Amend Section 2, Article XI—Dues, Constitution and By-Laws Missouri State Teachers' Association, by striking out all of said Section 2 and adding in lieu thereof the following to be known as Section 2:

"Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Association shall retain for their own purpose 10 per cent of all dues paid by their memberships, the remainder being paid over to the Secretary-Treasurer of the State Association. The District Associations or Divisions receiving funds from the State Association shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District; the Central Missouri Teachers College District, including all counties in said District, except Maries, Phelps, and Pulaski; the Southeast Teachers College District, including all counties in said district except Gasconade, Franklin, Washington, Crawford, and Dent; the Southwest Missouri Teachers College District; the Northwest Missouri Teachers College District; the City of St. Louis; the City of Kansas City; the City of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Washington, Crawford, and Dent. The 65% shall be held by the secretary-treasurer of the State Association for the purpose of this Association."

of Kansas City; the City of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Washington, Crawford, and Dent. The 65% shall be held by the secretary-treasurer of the State Association for the purpose of this Association."

Amendment No. 3

Amend Section 2, Article XI—Dues, Constitution and By-Laws Missouri State Teachers' Association, by striking out all of said Section 2 and adding in lieu thereof the following to be known as Section 2:

"Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Associations shall receive from the State Association 10 per cent of the dues paid by their members. The District Associations or Divisions receiving funds from the State Association shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District; the Central Missouri Teachers College District, including all counties in said District, except Maries, Phelps, and Pulaski; the Southeast Missouri Teachers College District, including all counties in said district except Gasconade, Franklin, Washington, Crawford, and Dent; the Southwest Missouri Teachers College District; the Northwest Missouri Teachers College District; the City of St. Louis; the City of Kansas City; the City of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Washington, Crawford and Dent. The 65% shall be held by the secretary-treasurer of the State Association for the purpose of this Association."

A PRAYER

These are the gifts I ask of thee, Spirit serene:

Strength for the daily task;

Courage to face the road;

Good cheer to help me bear the traveler's load;

And for the hours of rest that come between,
An inward joy in all things heard and seen.

—Henry Van Dyke.

The Outlook for a World Conference on Education

(Continued from page 404)

cient opportunities are supplied for all children to secure a good elementary education. Even in Sub-Carpathian-Russia elementary schools have now been established for at least nine-tenths of the children. The needs of the few remaining ones will be met in the near future. In the field of secondary education, the number of children attending school compares quite favorably with England, France and Belgium. In brief it can be said that the government of this new country deserves great credit for its reforms in the field of education. I found in Czecho-Slovakia great interest in my mission, particularly on the part of the ministry of education. I was fortunate in having letters of introduction both to President Masaryk and to Dr. Alice Masaryk, his daughter, who is in charge of the Red Cross work in Czecho-Slovakia. Upon presenting these letters, every arrangement was made for me to meet the chief men in the ministry of education and any other leaders that I desired to see. I think that there is no question but that Czecho-Slovakia will be well represented in the conference next year.

In France I found the idea of a World Conference quite as enthusiastically received as in the other countries that I visited. I had several long conversations

with the leaders in the ministry of education, and met numerous other men of importance in the educational affairs of Paris and of France. Everywhere I was assured that the French government and the French teachers would be glad to send their full quota of delegates to the conference. I found, however, a disposition to insist upon one condition, namely, that the German government should not be a participant.

From France I returned to England and spent my last week largely in visiting elementary and secondary schools in London. Briefly I may say that I was very favorably impressed with the thoroughness of the work being done, but that I do not believe that the schools of London are quite up to the standard of those in our large cities in America in the matter of a broad, all-round curriculum, in up-to-date, well-illustrated text-books, or in equipment. At the present time there is a great deal of unemployment in England; times are hard and retrenchment in all ordinary expenses is the order of the day. Accordingly, the ministry of education is reducing the outlay for schools, and the teachers of England are having a desperate fight to maintain the present scale of salaries. However, I shall not attempt a full discussion of London schools at this time as it was

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The following books are on the Teachers' Reading Circle, 1922-1923, and may be secured from your county superintendent of schools:

Mosby—LITTLE JOURNEYS TO PARNASSUS.....	\$1.75
Engleman—MORAL EDUCATION IN SCHOOL AND HOME....	\$1.20
Smith—OUR NEIGHBORHOOD90
LaRue—PSYCHOLOGY FOR TEACHERS	\$1.35

my intention to devote this article almost altogether to the outlook for the World Conference on Education.

In conclusion I may say that many reports which I received indirectly from other countries in Europe, especially from Sweden and Denmark, intimate that those countries will be glad to participate; also reports which have come to the Foreign Relations Committee from several countries of South America and from Japan intimate that representatives will be present from those countries as well. I myself have just received a letter from the president of the Teachers' Association of Chili, informing me that he has been appointed a special representative of the government of Chili, and will be present at the meeting next summer without fail. Every indication at the present time is that the conference will be a splendid success, and that much will be accomplished in the direction of the unification of the teachers of the world, in the cause of universal education, and toward peace and good will among the nations of the world.

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How shoes are made.	Can a sound be felt?
Horace Mann, the friend of children.	Modern heroes of science.
The story of Ben Hur.	Making the desert bloom.
American trees in summer.	How Peary found the North Pole.
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John H. Finley, who is loved by all who know him because of his inspirational talks—he writes:

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Frank Cody, Superintendent of Schools, Detroit, Mich., writes of THE BOOK OF KNOWLEDGE—

"My children at various ages have simply "devoured" the books—when too young to read, they were learning from the splendid pictures; very early they could read and understand the fascinatingly written stories of the wonders of nature, and the history, literature, and art of the ages; and later, the exhaustive index allows them to use the set as a work of reference."

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THE BOOK OF KNOWLEDGE encourages the child to develop to the fullest those lines of activity in which it is most interested. It creates and stimulates that most valuable asset which education can give—namely, the initiative that develops high ambitions to succeed. It makes scientific fact as readable as fiction by employing psychology of learning and knowledge of the child mind.

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Items of Interest

Vernon County Teachers are among the live ones of the State. They have discovered that their interests are broader than the four walls of the school room and that their sphere of acquaintanceship should be correspondingly broadened. They, consequently, hold county meetings to which ministers, business men, officers of women's clubs, and other community leaders are invited. These meetings are held at the luncheon hour and a real luncheon is served. The attendance is, therefore, good. They are sure that these meetings help the teachers and that the public generally is benefited by this social contact and consequent better understanding of the teacher, her problems, and the needs and aspirations of the schools.

Superintendent Chas. E. Northcutt of Boone County is to be congratulated on the wide spread interest he has stimulated in public school activities by his County Rural School Rally Day. On October twentieth a program was given at Columbia that was participated in by nearly one-thousand rural school children and witnessed by about 2500 country people. The program consisted of a parade, an old-fashioned country dinner, stunts performed by various schools and a large variety of athletic contests. Such programs cultivate school spirit, stimulate general school interest and pride and tend to make rural folk appreciate the value and needs of their schools.

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Superintendent J. H. Thalman of St. Joseph has recently been honored by his teachers in their presentation to him of a life membership in the National Education Association. Incidentally, by this action, the teachers of the St. Joseph Association have signally honored themselves. The student publication of the Robidoux Polytechnic High School of St. Joseph, has this to say of Superintendent Thalman:

"Human glory is often fickle as the winds,

and transient as a summer day; but Mr. Thalman's place in the history of the school is assured. Our school world's admiration is his."

"As a symbol of appreciation, the teaching corps of St. Joseph gave him a life membership in the National Educational Association."

"During the summer months Mr. Thalman attends the Columbia University of New York. His holding of various offices in the

different organizations certify to his ability and prominence there."

"Although Mr. Thalman is one of the busiest of men, he is always ready to take time to attend the various activities of all the schools. One of his characteristics, most appealing to his large student family, is that he is especially fond of picnics."

New Officers of the District Associations have been reported as follows:

Northeast Missouri Teachers Association, President Charles Banks of Kirksville; Vice-President, County Superintendent Arla B. Williams, Memphis, Mo.; Secretary-Treasurer, H. G. Swanson, Kirksville.

Southwest Missouri Teachers Association: President Jno. B. Boyd of Springfield; Vice-Presidents J. W. Tetrick of Houston; Felix J. Appleby of Ozark and R. L. Davidson, Jr., of Nevada; Secretary, Mrs. A. T. Moore, Springfield; Treasurer, J. H. Highfill, Springfield; Railroad Secretary, W. Y. Foster of Springfield.

Central Missouri Association, President E. B. Street of Independence; Vice-President, Miss Pauline Humphrey, of Warrensburg; Recording Secretary, Miss Bernice Ebets, of Warrensburg; Managing Secretary, Dean C. A. Phillips of Warrensburg; Treasurer, Professor G. E. Hoover of Warrensburg.

The Board of Education at Green City has perpetrated a practical joke on itself, according to the Milan Standard. The teachers' contracts, it appears, were especially designed and printed for the purpose of preventing the teachers from participating in some of the small town pleasures and questionable practices that are, perhaps, too frequently indulged in by the profession. The extra clause that was supposed to remedy these evils was as follows: "The second party hereby agrees to refrain from dancing, or the use of tobacco in any form, or keeping company with students of the opposite sex." The joke came to light after the contracts were signed and it was discovered that the "second party" was the Board of Education and not the teachers.

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- Free Check Rooms for Packages and Baggage

- Our new, daylight Cafeteria, (the finest in the City)
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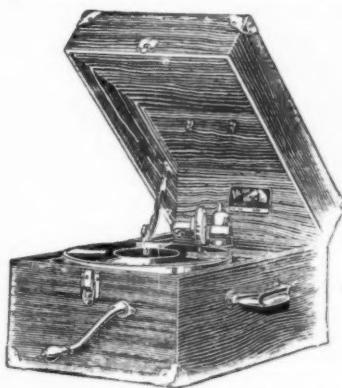
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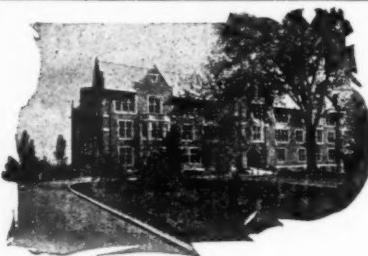
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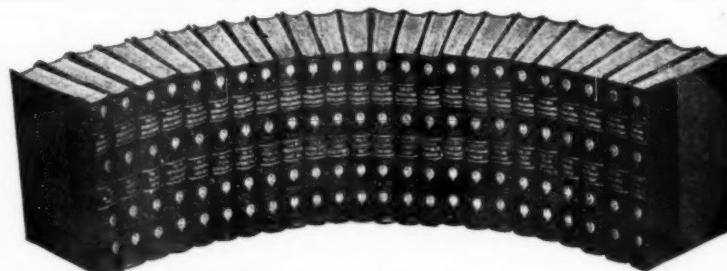
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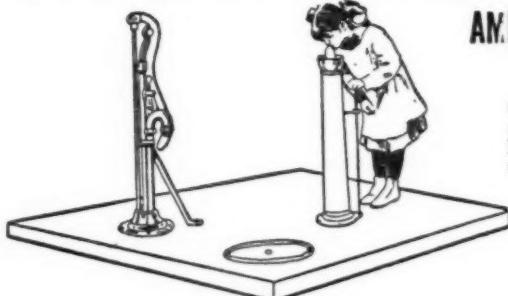
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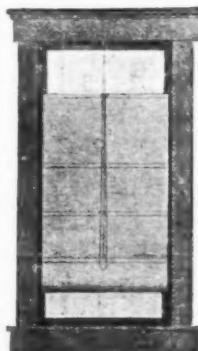
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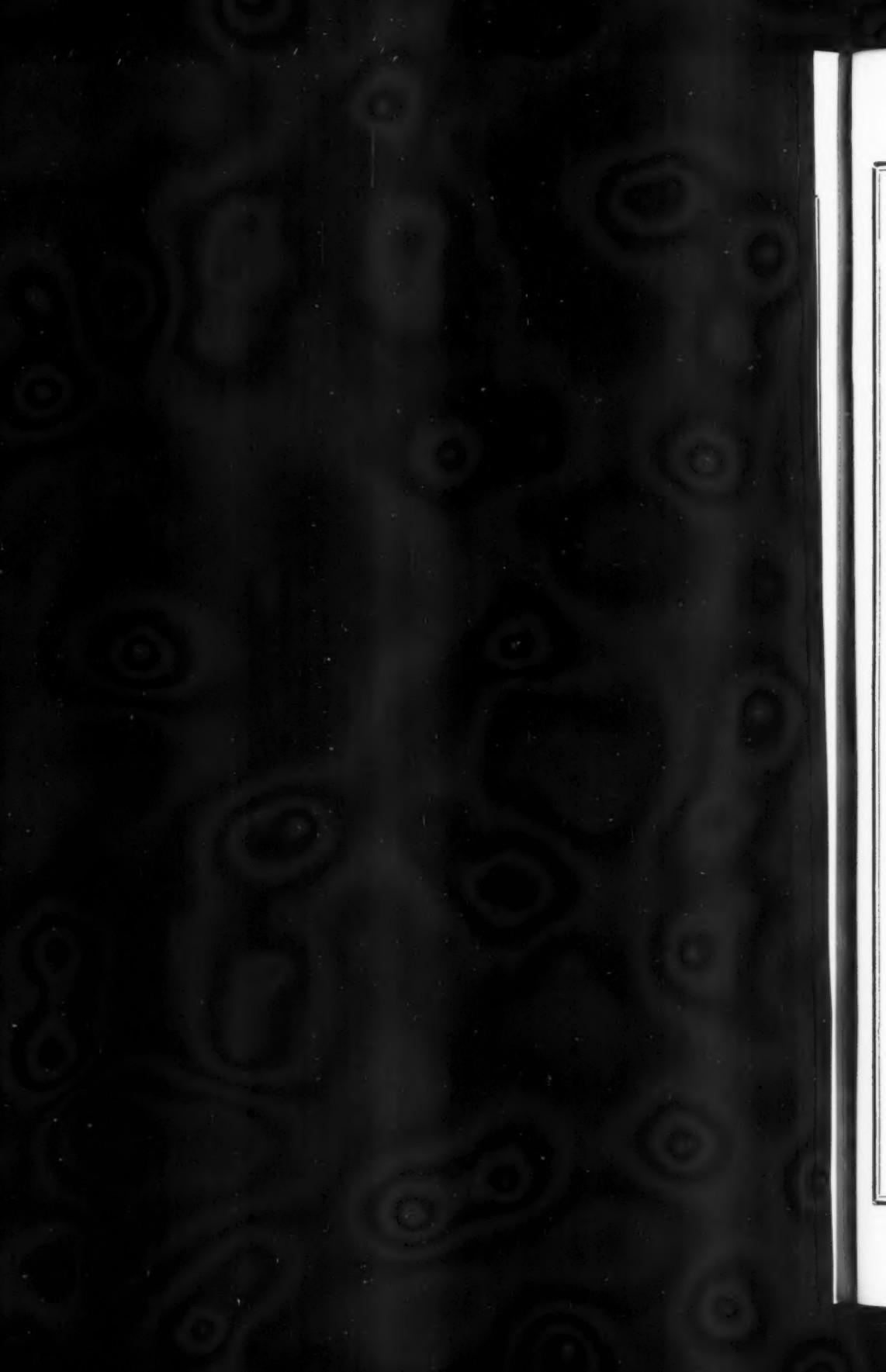
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3 level teaspoons Calumet Baking Powder
1 cup sugar
¾ cup butter

2 eggs, beaten separately
Pinch of salt
¼ cup milk

Mix as for cake then separate dough, putting in another bowl, and to one-half add rind of 1 orange and juice of half an orange; to the other half add 2 ounces of melted chocolate. Save ¼ cup of flour in sifter to add to the white dough after orange juice has been added. Place the dark dough on top of light dough and roll together very thin, and cut and bake in a quick oven.

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2 eggs
½ cup sugar
1 cup stewed pumpkin
¼ teaspoon allspice

¼ teaspoon cloves
1½ cups milk
¼ teaspoon ginger

Beat the eggs, add to them the sugar, the pumpkin and the spices. Beat it thoroughly and then add the milk and mix thoroughly; then bake in a crust of pie paste.

Fruit Cake

2 lbs raisins
2 lbs. currants
1 lb. brown sugar
¾ lb. citron
4 level teaspoons Calumet Baking Powder
¼ lb. butter

3 eggs
½ cup molasses
1 cup milk
4 cups flour
½ nutmeg, grated
½ teaspoon allspice

Cream butter, sugar and eggs, add molasses and milk, and 2 cups of flour. Mix the fruit with 1 cup of flour, and add spices and flavorings, lastly add the cup of flour well sifted with the baking powder. Bake in a slow oven.

Chocolate Fudge

Two cups white granulated sugar, 1 tablespoon butter, 1 cup cream, ¼ cake unsweetened chocolate. Put in the sugar and cream and when this becomes hot put in the chocolate, broken up into fine pieces. Stir vigorously and constantly. Put in butter when it begins to boil. Stir until it creams when beaten on a saucer or forms soft ball in cold water. Then remove and beat until quite cool and pour into buttered tins. Chopped walnuts, almonds or pecans can be added before stirring.



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